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Action

Credentialing and Certificated Assignments Committee

Proposed Additions, Amendments, and Deletions to 5 California Code of Regulations Pertaining to the Adapted Physical Education Teaching Credential, the Early Childhood Special Education Added Authorization, the Resource Specialist Certificate, the Special Class Authorization, and the Speech-Language Pathology Services Credential

Executive Summary: This agenda item will present proposed additions, amendments, and deletions pertaining to Special Education Added Authorizations, Certificates, and Teaching and Services Credentials.

Recommended Action: Staff recommends that the Commission approve the additions, amendments, and deletions of regulations concerning Special Education Added Authorizations, Certificates, and Teaching and Services Credentials for the purpose of beginning the rulemaking file for submission to the Office of Administrative Law and scheduling a public hearing.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Grant credentials, certificates and permits as set out in regulation and statute

September-October 2010

Proposed Additions, Amendments, and Deletions to 5 California Code of Regulations Pertaining to the Adapted Physical Education Teaching Credential, the Early Childhood Special Education Added Authorization, the Resource Specialist Certificate, the Special Class Authorization, and the Speech-Language Pathology Services Credential

Introduction

At the August Commission meeting, staff presented proposed additions, amendments, and deletions to Title 5 of the California Code of Regulations pertaining to Special Education Added Authorizations, Certificates, and Teaching and Services Credentials. Following discussion at the August meeting concerning the accreditation of the Speech-Language Pathology Credential programs, staff has reviewed the Education Code and revised the proposed regulations for the Speech-Language Pathology Credential.

Proposed changes include updating the titles for the Adapted Physical Education Credential and the Resource Specialist Certificate, allowing additional credential holders to earn the Early Childhood Special Education Added Authorization and the Adapted Physical Education Credential, updating the requirements and authorization for the Resource Specialist Certificate, adding regulations for the Special Class Authorization, and proposing new regulations for the Speech-Language Pathology Services Credential.

Background

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Special Education Teaching and Services Credentials and Added Authorizations. Later that summer the State Budget Act included funds to carry out the review and the passage of SB 1209 (Chap. 517, Stats. 2006) authorizing the Commission to study the structure and requirements for the Education Specialist and Special Education Services Credentials. The Special Education Credential Workgroup was formed in December.

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained 25 recommendations for modifications and improvements for Special Education Teaching and Services Credentials and Added Authorizations. In January 2008, the Commission established a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Services Credentials, credential authorization statements for teaching and services credentials, and added authorization in special education.

The Workgroup and the Design Team were assisted by subcommittees representing specialized expertise in each of the credential and authorization areas where standards and authorizations were developed. The Office of Administrative Law has approved two sets of special education regulations, the first in July 2009 concerning Added Authorizations in Special Education and the second in June 2010 on Special Education Teaching and Services Credentials.

Proposed Additions and Amendments

Adaptive Physical Education (APE) Specialist Credential

The APE Specialist Credential is currently an add-on authorization for the holder of a general education credential that authorizes the holder to provide instruction in physical education. The APE credential allows an individual to teach special needs students who are precluded from participating in a general education physical education program or a specially designed physical education program. A subcommittee of the Special Education Workgroup discussed changes to the APE Specialist Credential.

The proposed regulations will:

- 1) change the title of the credential to ‘Added Authorization’ to better reflect the type of program completed and the type of document earned;
- 2) combine two sections of APE regulations into one; and
- 3) add the holder of a special education teaching credential or a services credential with a special class authorization as an appropriate prerequisite. Individuals using these prerequisite credentials would also be required to complete twelve semester units of physical education coursework with a minimum of three semester units in both kinesiology and motor development along with the APE program.

Early Childhood Special Education Added Authorization (ECSEAA)

The authorization for the Early Childhood Special Education Added Authorization was included in the regulations approved in June 2010. There is a separate section of regulations for the requirements and period of validity that needs to be updated.

The proposed regulations will:

- 1) change the title of the credential to ‘Added Authorization’ to match the recently approved title change made in the ECSE authorization regulation section; and
- 2) add the preliminary and Level I special education teaching credentials as appropriate prerequisites to earn the ECSEAA. This change aligns with the new requirements to earn a clear Education Specialist Teaching Credential by completion of a Commission-approved induction program that may include up to 12 semester units of coursework. Earning an added authorization such as the ECSEAA is an appropriate option for the clear credential program.

Resource Specialist (RSP) Certificate

The RSP is an add-on authorization for the holder of a special education credential other than the Education Specialist Teaching Credential. The Education Specialist Teaching Credential includes a resource authorization. The RSP Certificate authorizes an individual to provide resource instructional services to special needs students as determined by the Individualized

Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP).

Both a preliminary and clear RSP Certificate are issued. The preliminary certificate, issued for three years, must be submitted through an employing agency. The clear RSP Certificate may be submitted through an approved program sponsor, currently either an institution of higher education or Special Education Local Planning Area (SELPA). The regulations include a proposal to sunset the SELPA option by July 1, 2013 to allow the programs to transition to a Commission-approved program accredited by the Committee on Accreditation. One additional route, through an employing agency, based on previous resource experience remains available.

Currently there are eight sections of regulations for the RSP Certificate. Two sections are proposed to be deleted as they are included in the program standards. The remaining six sections have been updated and revised.

The proposed regulations will:

- 1) change the title of the certificate to 'Added Authorization' to better reflect the type of program completed and the type of document earned;
- 2) delete two regulation sections;
- 3) add new definitions and terms to clarify appropriate prerequisites and delete obsolete definitions;
- 4) update requirements for the preliminary and clear Resource Specialist Added Authorization (RSPAA); and
- 5) update the authorization for the preliminary and clear RSPAA.

Speech-Language Pathology (SLP) Services Credential

The Office of Administrative Law approved regulations for special education services credentials in the two areas of Orientation and Mobility and Audiology in June 2010. The Commission withdrew the section on requirements and authorizations for the SLP Services Credential from the regulation package.

The Commission met in June 2010 with representatives from the California Speech and Hearing Association (CASHA) to discuss the authorization for the SLP Services Credential which was the area of debate during the public hearing process in the last regulation package. The Commission is seeking an authorization that reflects the content completed in the approved program. These representatives met with the CASHA organization leadership and sent proposed wording for the authorization to the Commission. Staff reviewed the wording and incorporated the suggestions that were in conjunction with the standards for the SLP Services Credential. The proposed regulations mirror the content in the program standards.

The proposed regulations will:

- 1) add requirements to earn a preliminary and clear SLP credential aligned with the Education Code for California-prepared and out-of-state prepared educators;
- 2) add a validity period for the preliminary and clear SLP credential; and

- 3) add an authorization for the preliminary and clear SLP credential including definitions for Language, Speech, and Hearing Assessment and Educational Services.

Special Class Authorization (SCA)

The SCA allows an individual to provide instruction to special needs students in the areas of autism and speech and language impaired. The Commission may issue a SCA to holders of credentials that authorize speech services including the Speech-Language Pathology Services Credential. The California-prepared individual must complete an approved SCA program and additional requirements. Subject-matter competence is included as a requirement aligned with No Child Left Behind. The Reading Instruction Competence Assessment (RICA) and English learner component completed by teaching credential holders is also required. The out-of-state prepared individual must meet the requirements in the Education Code for out-of-state prepared special educators which include a comparable credential to teach autism and speech and language impaired and the English learner requirement.

The proposed regulations will:

- 1) add requirements to earn a clear SCA for California-prepared and out-of-state prepared educators including subject-matter competence, RICA, and English learner content;
- 2) add a validity period for a clear SCA; and
- 3) add an authorization for the clear SCA including definitions for Educational Assessment and Educational Services.

Next Steps

The regulations will appear at a public hearing following the required 45-day response period.

Note: Specific changes are outlined in detail on the side column of the text of the regulations below.

Proposed Regulation Changes	Rationale
<p>§ 80046. Requirements for Teaching Adapted Physical Education. All individuals assigned to teach adapted physical education shall hold the Adapted Physical Education Specialist Credential. Note: Authority cited: Section 44225, Education Code. Reference: Sections 56363(b)(5) and 56100(f), Education Code.</p> <p>§80046.1. Requirements for and Authorization of for the Adapted Physical Education Specialist Credential Added Authorization.</p> <p>(a) <u>All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization. The requirements for the Adapted Physical Education Specialist Credential Added Authorization shall include both of the following:</u></p> <p>(1) <u>One of the following:</u></p>	<p>Section 80046 section deleted</p> <p>Section 80046.1 Content in section 80046 is moved into section 80046.1</p> <p>Title Changes the title of the credential to ‘Added Authorization’ to better reflect the type of program completed and the type of document earned</p> <p>(a) Includes content deleted from section 80046 and updates the document title</p>

<p><u>(A) A preliminary, clear, professional clear, or life California general education teaching credential that is based on a baccalaureate degree, and a program of professional preparation including student teaching, and which that authorizes the teaching of physical education in any grades K - 12;</u></p> <p><u>(B) A preliminary, professional clear, Level I, Level II, clear or life special education teaching credential or a preliminary, clear, or life special education services credential with a special class authorization as listed in sections 80047 through 80047.9 provided that the individual has completed a minimum of twelve semester units, or the equivalent quarter units, in physical education content courses with a minimum of three-semester units, or the equivalent quarter units, in both kinesiology and motor development, and</u></p> <p>(2) Completion of a Commission-approved <u>professional program for the Adapted Physical Education Specialist Credential Added Authorization</u> including successful completion of supervised field study <u>in adapted physical education</u>, and</p> <p>(3) <u>Verification of completion from a Commission-approved program accredited by the Committee on Accreditation as provided in Education Code Section 44373(c).</u></p> <p>(b) Period of Validity. <u>The period of validity of the Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential shall be determined by the expiration date of the</u> <u>remains valid as long as the appropriate prerequisite teaching credential or authorization required in subsection (a)(1)(A) or (B) remains valid.</u></p> <p>(c) Authorization. <u>The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students provide instruction and services to individuals with exceptional special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special</u></p>	<p>(a)(1)(A) Includes term for all prerequisites and clarifies the general education requirement and prerequisite credential grade level</p> <p>(a)(1)(B) Adds specific special education documents to serve as a prerequisite provided physical education coursework is completed</p> <p>(a)(2) Clarifies the approved program including field study that must be completed and the document title</p> <p>(a)(3) Adds that the approved program must verify completion of the program</p> <p>(b) Updates the wording for the validity period</p> <p>(c) Adds all previous names of the Adapted Physical Education Added Authorization into the authorization and clarifies the age/grade level</p>
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<p>class, <u>from birth through age 22, including preschool, and in classes organized primarily for adults.</u></p> <p><u>(d) Definitions.</u></p> <p><u>(1) “Educational Assessment”: Assessment of students in a comprehensive manner within the authorization of the added authorization using multiple sources of information and a variety of strategies that directly measure a student’s performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student’s disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students’ educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</u></p> <p><u>(2) “Special Education Support”: Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student’s IEP, IFSP, an ITP; providing consultative, collaborative, and coordinating instruction with students, parents, teachers including general education teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services found in Sections 80048.9, 80048.9.1, and 80048.9.2.</u></p> <p>Note: Authority cited: Sections 44225 and 44265, Education Code. Reference: Sections <u>44273</u>, 56363(b)(5) and 56100(f), Education Code.</p>	<p>(d)(1) Adds a definition for educational assessment</p> <p>(d)(2) Adds a definition for special education support</p>
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<p>80048.5. Early Childhood Special Education Certificate Added Authorization: Requirements and Period of Validity.</p> <p>(a) Requirements for the Early Childhood Special Education Certificate <u>Added Authorization</u> include all <u>both</u> of the following:</p>	<p>Title, (a), and (b) The proposed change lists the term ‘added authorization’ as found in Title 5 section 80048.6</p>
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<p>(1) possession of a <u>A preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential</u> as listed in 80047 through 80047.9; and</p> <p>(2) the completion <u>Completion</u> of a Commission-approved professional preparation program in the education specialist <u>added authorization</u> category for early childhood special education, including successful completion of supervised field study.</p> <p>(b) Period of Validity. The Early Childhood Special Education Certificate <u>Added Authorization</u> shall remain <u>remains</u> valid as long as the <u>appropriate prerequisite</u> credential required in 80048.5(a)(1) remains valid.</p> <p>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, and 44265, <u>and</u> 44373, Education Code.</p>	<p>(a)(1) Adds the preliminary, Level I, and Level II credentials as appropriate prerequisites for the added authorization to include all types of special education teaching credentials.</p> <p>(a)(2) and Note Commission programs are accredited per EC section 44373</p> <p>(b) Clarifies the prerequisite credential needed</p>
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<p>§80070.1. The Resource Specialist Certificate of Competence <u>Added Authorization: Definition and Terms.</u></p> <p>(a) "Resource Specialist" as used in Section 80070.2(a)(2) is an a person <u>individual</u> who provided instruction and services as specified in subdivision (a) (1)-(5) below for two years prior to September 1, 1981; or provided instruction and services as specified in subdivision (b) (1) (6) of Section 80070.2 <u>section 80070.5</u>, for two years prior to June 30, 1983, including:</p> <p>(1) Providing instruction and services for pupils <u>students</u> whose needs were identified in a written individualized education program <u>Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP)</u> developed by a school appraisal team or an educational assessment service and who were assigned to regular <u>general education</u> classroom teachers for a majority of a school day.</p> <p>(2) Providing information and assistance to individuals with exceptional needs and their parents.</p> <p>(3) Providing consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular <u>general education</u> staff members.</p>	<p>Title Changes the title of the credential to 'Added Authorization' to better reflect the type of program completed and the type of document earned</p> <p>(a) Updates the section where the resource specialist authorization may be found</p> <p>(a)(1) Changes terminology of 'pupil' to 'students' and 'regular' to 'general education' to reflect current terminology used by the Commission, and adds full titles of all types of special education assessment</p> <p>(a)(3) Changes terminology 'regular' to 'general education'</p>
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<p>(4) Coordinating the special education services provided each individual with exceptional needs served through the resource specialist program.</p> <p>(5) Assessing pupil <u>student</u> progress on a regular basis and revising <u>IEPs, IFSP, ITP and individualized education programs</u>, as appropriate, and referring pupils <u>students</u> who did not indicate appropriate progress to the educational assessment service.</p> <p>(b) "<u>Prerequisite Special Education Credential</u> " as used in section 80070.2, 80070.3, 80070.4 and 80070.6 means a <u>teaching or services credential that specifically authorizes the teaching of pupils students with exceptional special needs as listed in 80047 through 80047.9, including, but not limited to, the communicatively handicapped, physically handicapped, learning handicapped, severely handicapped, visually handicapped, and orthopedically handicapped. This includes the Speech-Language Pathology or Clinical and Rehabilitative Services Credential in Language, Speech and Hearing, including a Special Class Authorization. A Emergency Credential, Short-Term Staff Permit, Provisional Internship Permit, Emergency 30-Day Substitute Teaching Permit, Emergency Substitute Teaching Permit for Prospective Teachers, Emergency Career Substitute Teaching Permit, and Variable and Short-Term Waivers are not appropriate prerequisite documents.</u></p> <p>(c) "<u>Three or more years of teaching experience, including both regular general and special education teaching experience</u>" as used in section 80070.3, 80070.4 and 80070.6 means full-time experience in one or more of the combinations specified in (1) through (6) below. <u>All experience must be gained in public schools in California. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the employing agency by the superintendent, assistant superintendent, director of personnel, special education services region director, or the director of human resources in which the teacher was employed.</u></p> <p>The minimum amount of regular <u>general education</u> classroom teaching experience required is one semester of student teaching. Various other regular <u>general education</u> classroom teaching experiences may be substituted. These may include such experience as summer school teaching in a regular <u>general education</u> classroom, or organized inservice programs designed to provide teaching experience with regular <u>general</u></p>	<p>(a)(5) Changes terminology of 'pupils' to 'students' and adds titles of all types of special education assessment</p> <p>(b) Clarifies that the document is a prerequisite credential as found in Title 5, changes terminology of 'pupil' to 'students', and lists documents not appropriate to serve as prerequisite</p> <p>(c) The definition for experience clarifies including how the candidate must obtain and who may verify the experience, changes terminology 'regular' to 'general education', and removes the special education service region as a place where experience is completed as it is not an employer</p>
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<p><u>education</u> classroom students, conducted by a school district, or county office, or special education service region, and included in that agency's comprehensive local plan, approved by the State Department of Education.</p> <p>(1) One year of regular <u>general education</u> classroom teaching experience and two years of special education classroom teaching experience, or</p> <p>(2) One year of special education classroom teaching experience and two years of regular <u>general education</u> classroom teaching experience, or</p> <p>(3) Two and one-half years of regular <u>general education</u> classroom teaching experience and one semester or two quarters of full-time special education classroom teaching or student teaching, or</p> <p>(4) Two and one-half years of special education classroom teaching experience and one semester or two quarters of full-time regular <u>general education</u> classroom teaching or student teaching, or</p> <p>(5) Two years of regular <u>general education</u> classroom teaching experience and two semesters or three quarters of full-time special education classroom teaching or student teaching, or</p> <p>(6) Two years of special education classroom teaching experience and two semesters or three quarters of full-time regular <u>general education</u> classroom teaching or student teaching.</p> <p>(d) "Local plan" <u>as used in sections 80070.3 and 80070.6 means a plan which meets the requirements of Chapter 3 (commencing with Education Code Section section 56200) 56205 and which is submitted by a school district, special education service region, or county office.</u></p> <p>(e) <u>"Educational Assessment": as used in section 80070.5 includes assessment of students in a comprehensive manner within the authorization of the added authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or</u></p>	<p>(c)(1), (2), (3), (4), (5) and (6) Changes terminology 'regular' to 'general education'</p> <p>(d) Updates the Education Code section</p> <p>(e) Adds the definition for 'Educational Assessment' found in the authorization in section 80070.5</p>
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<p><u>Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</u></p> <p>(f) <u>"Special Education Support": as used in section 80070.5 includes participation in the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) process including planning and implementation of the student's IEP, IFSP, an ITP; providing consultative, collaborative, and coordinating instruction with students, parents, teachers including general education teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative to and within the authorization of the added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services found in Sections 80048.9, 80048.9.1, and 80048.9.2.</u></p> <p>(g) <u>"Service Across the Continuum of Program Options Available": as used in section 80070.5 means pursuant to Education Code Sections 56031, 56360, and 56361, the continuum includes: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.</u></p> <p>Note: Authority cited: Section 44225, Education Code. Reference: Sections 56170, 56362, 56362.5, and 56027, 56205, 56031, 56360, and 563361, Education Code.</p> <p>§ 80070.2. The Clear Resource Specialist Certificate of Competence Added Authorization on Direct Application.</p> <p>(a) Requirements.</p> <p>(1) Possession of a <u>A valid prerequisite special education credential as defined in section 80070.1(b) other than an emergency credential.</u></p> <p>(2) Provided <u>resource specialist</u> instruction and services</p>	<p>(f) Adds the definition for 'Special Education Support' found in the authorization in section 80070.5</p> <p>(g) Adds the definition for 'Service Across the Continuum of Program Options Available' found in the authorization in section 80070.5</p> <p>Title Changes the title of the credential to 'Added Authorization' to better reflect the type of program completed and the type of document earned</p> <p>(a)(1) Clarifies a</p>
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<p>as described in (A) or (B) and verified as listed in (c).</p> <p>(A) Provided instruction and services as specified in Section 80070.1, subdivision (a) (1)-(5), for two years prior to September 1, 1981; or</p> <p>(B) Provided instruction and services as specified in subdivision (b) (1) (6) below <u>section 80070.5</u> for two years prior to June 30, 1983.</p> <p>Experience shall be verified, on forms provided by the Commission, by the appropriate administrative official of the district, special education services region or county office.</p> <p><u>(C) All experience must be gained in public schools in California. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the employing agency by the superintendent, assistant superintendent, director of personnel, special education services region director, or the director of human resources in which the teacher was employed.</u></p> <p>(3) Submission of a A completed credential application form as found in section 80001; verification of experience; statement of employment; and the fee as specified in Section 80487(a)(1), and the experience specified in subsection (2) above.</p> <p>(b) Authorization:</p> <p>(1) Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day.</p> <p>(2) Provide information and assistance to individuals with exceptional needs and to their parents.</p> <p>(3) Provide consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.</p> <p>(4) Coordinate special education services with the regular school programs for each individual with exceptional needs</p>	<p>prerequisite credential is required and section where definition may be found</p> <p>(a)(2) Clarifies the individual must have provided resource specialist services and how the experience is verified</p> <p>(a)(3) Clarifies the section with the definition for the application form and rewords subsection</p>
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<p>enrolled in the resource specialist program.</p> <p>(5) Monitor pupil progress on a regular basis, participate in the review and revision of individualized education program, as appropriate, and refer pupils who do not demonstrate appropriate progress to the individualized education program team.</p> <p>(6) Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.</p> <p>(e) (b) Term. <u>Period of Validity.</u> A clear Resource Specialist Certificate of Competence <u>Added Authorization</u> authorizes service only if a valid <u>prerequisite</u> special education credential as found in section 80070.1(b), other than an emergency credential, is held concurrently.</p> <p>Note: Authority cited: Section 44225, Education Code. Reference: Sections 56362 and 56362.5, Education Code.</p> <p>§ 80070.3. The Preliminary Resource Specialist Certificate of Competence <u>Added Authorization</u> on Direct Application.</p> <p>(a) Requirements.</p> <p>(1) Possession of a <u>A valid prerequisite</u> special education credential as found in section 80070.1(b) other than an Emergency Credential.</p> <p>(2) Verification of three <u>Three or more years of teaching</u> experience as defined in 80070.1(c).</p> <p>Experience shall be verified by the appropriate administrative official of the district, special education services region, or county office at which the experience took place.</p> <p>(3) A written statement <u>obtained by the candidate</u> verifying that the candidate, if granted the Preliminary Resource Specialist Certificate of Competence, <u>Added Authorization</u> will be employed as a Resource Specialist <u>and the candidate will engage in a course of study through a Commission-approved program or an approved program through a Special Education Service Region with a Comprehensive Local Plan to qualify for the clear Resource Specialist Added Authorization as described in section 80070.4 or 80070.6. The statement may include the individual completing the program in section 80070.6 until the</u></p>	<p>(b) Removes the RSP authorization which is now found in section 80070.5, updates terminology of ‘term’ to ‘period of validity’ to match other Title 5 sections, changes title of document, and adds where definition of prerequisite credential or authorization may be found</p> <p>Title Changes the title of the credential to ‘Added Authorization’ to better reflect the type of program completed and the type of document earned</p> <p>(a)(1) Clarifies it is a prerequisite credential and section where definition may be found</p> <p>(a)(2) Technical change and delete how experience is verified as that appears in section 80070.1(c)</p> <p>(a)(3) Change the title of the credential to ‘Added Authorization’ and describes how the candidate must obtain and who may verify the statement of employment and plan to complete the clear credential requirements</p>
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<p><u>sunset date of July 1, 2013.</u></p> <p>The written statement of employment shall be completed and signed by the appropriate administrative official of the employing district, special education services region, or county office operating "local plans" pursuant to Education Code Section 56200, and shall include a statement indicating that the candidate shall engage in a course of study at an institution of higher education approved by the Commission, or in an approved program of inservice, as described in the local district's, special education service region's, or county office's approved comprehensive plan, designed to provide the skills/knowledge/experience required to qualify for the clear Certificate of Competence as described in Section 80070.8.</p> <p>(4) Submission of a <u>A</u> completed credential application form <u>as found in section 80001</u>; <u>verification of experience</u>; <u>statement of employment</u>; and the fee as specified in Section 80487(a)(1), and the experience and statement specified in (2) and (3) above.</p> <p>(b) Authorization. The Preliminary Resource Specialist Certificate of Competence shall authorize the holder to Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day same services as the Resource Specialist Certificate of Competence as specified in Section 80070.2(b). Such services shall be restricted to the employing district, special education services region, or county office.</p> <p>(e) Term and Renewal. <u>Period of Validity</u>. The Preliminary Resource Specialist Certificate of Competence <u>Added Authorization</u> is valid for three years. The <u>Added Authorization</u> authorizes service only if a valid <u>prerequisite</u> special education credential <u>or authorization as found in section 80070.1(b)</u>, other than an emergency credential, is held concurrently, but not to exceed three years. Where <u>If</u> the valid <u>Special Education Credential prerequisite</u> requires renewal, within the three-year issuance of the Preliminary, the Preliminary authorization will be continued only until the initial three-year period is completed. The Preliminary Resource Specialist Certificate of Competence <u>Added Authorization</u> is not renewable.</p>	<p>(a)(4) Clarifies the section with the definition for the application form and reworded subsection</p> <p>(b) Removes authorization which is now found in section 80070.5, updates terminology of 'term' to 'period of validity' to match other Title 5 sections, change title of document, adds where definition of prerequisite credential or authorization may be found, and rewords part of the subsection</p>
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Note: Authority cited: Section 44225, Education Code.
Reference: Sections 56362 and 56362.5, Education Code.

§ 80070.4. The Clear Resource Specialist ~~Certificate of Competence~~ Added Authorization Issued on the ~~Recommendation Completion of an Institution of Higher Education with a Commission-Approved Resource Specialist Certificate of Competence~~ Added Authorization Program.

(a) Requirements.

- (1) ~~Possession of a~~ A valid prerequisite special education credential ~~Special Education Credential~~ or authorization as defined in Section 80070.1(b).

- (2) ~~Verification of three~~ Three or more years of teaching experience, including both ~~regular~~ general and special education teaching experience, as defined in Section 80070.1(c).

~~Experience shall be verified by the appropriate administrative official of the district, special education services region, or county office in which the experience took place.~~

- (3) Completion of a Commission-approved Resource Specialist ~~Certificate of Competence~~ Added Authorization program as ~~specified in Section 80070.5~~ provided in Education Code Section 44373(c).

- (4) ~~Submission of a~~ A completed application form as found in section 80001; ~~verification of experience; statement of employment; and the fee as specified in Section 80487, and the teaching experience specified in (2); including recommendation by the institution;.~~

- (b) Authorization.** ~~The Clear Resource Specialist Certificate of Competence authorizes the service specified in Section 80070.2 (b).~~

- (c) ~~Term.~~ Period of Validity.** A Clear Resource Specialist ~~Certificate of Competence~~ Added Authorization authorizes service only if a valid prerequisite special education credential ~~Special Education Credential~~ or authorization as found in section 80070.1(b); ~~other than an emergency credential;~~ is held concurrently.

Note: Authority cited: Section 44225, Education Code.

Title Changes the title of the credential to 'Added Authorization' to better reflect the type of program completed and the type of document earned and clarifies that there are Commission-approved programs offered by other entities than institutions of higher education who verify completion of the requirements

(a)(1) Clarifies the prerequisite credential and section where definition may be found

(a)(2) Technical change and change terminology 'regular' to 'general' change and delete how experience is verified as that appears in section 80070.1(c)

(a)(3) Change the title of the credential to 'Added Authorization' and list the Education Code section for the Committee on Accreditation

(a)(4) Clarifies the section with the definition for the application form and reworded subsection

(b) remove authorization which is now found in section 80070.5, update terminology of 'term' to 'period of validity' to match other Title 5 sections, change title of document,

<p>Reference: Sections <u>44373</u>, 56362, 56362.5, Education Code.</p> <p><u>§ 80070.5. Requirements for Developing, Evaluating and Approving Professional Preparation Programs for the Authorization for the Resource Specialist Certificate of Competence Added Authorization.</u></p> <p>Institutions of higher education will submit the following information for the review and approval of a professional preparation programs for the Resource Specialist Certificate of Competence.</p> <p>(a) A statement of intent signed by the dean or department chairperson verifying that the institution has an approved program for one or more special education specialist authorizations, and listing the contact person responsible for the program and the expected date of initiation of the program.</p> <p>(b) A statement from the chief administrative officer of the institution, indicating that the program has full institutional support and approval and the identification of all sites, including the main campus where the program will be operated.</p> <p>(c) Verification by the dean of the school of education of the following:</p> <p>(1) Designation of the faculty member with assigned responsibility for the program.</p> <p>(2) Budgeting and other resources allocated to the program in accordance with normal institutional procedures for such allocation.</p> <p>(3) Involvement in the development of the program by constituents to include but not be limited to practitioners in special education and non educator members of the public, including representatives from the minority communities served by the institution.</p> <p>(4) A statement from practitioners in special education attesting to the approval of the program's objectives.</p> <p>(5) That the requirements for admission to the program are equivalent to requirements for other areas of professional study at the institution.</p> <p>(6) That the program will include field study, with special education and regular classroom pupils.</p>	<p>add where definition of prerequisite credential may be found, and reworded part of the subsection</p> <p>Title delete the wording on the developing, evaluating, and approving the approved programs and add new title for the authorization</p> <p>All subsections delete the wording on the developing, evaluating, and approving the approved programs as it is contained with the program standards and preconditions</p>
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<p>(7) That the institution shall continually update and upgrade the program, as necessary, to insure that graduates will have the skills and knowledge necessary for entry into the resource specialist field.</p> <p>(8) That the institution will collect and analyze, on an annual basis, data related to employment of graduates, including any programmatic implications, obtained from the following:</p> <p style="padding-left: 40px;">(A) Number of new students enrolled in the program.</p> <p style="padding-left: 40px;">(B) Number of continuing students.</p> <p style="padding-left: 40px;">(C) Number of graduates.</p> <p style="padding-left: 40px;">(D) Number of graduates employed in the certificate area.</p> <p>(9) That the institution will survey, on an annual basis, school districts and other agencies or groups expected to utilize the services of graduates of the program to determine what skills and knowledge and performance competencies are deemed necessary to function effectively as a Resource Specialist.</p> <p>(d) Verification by the dean of the school of education, or the faculty member with assigned responsibility, that the program is designed to develop the skills, knowledge and performance competencies as described in Section 80070.8, and that such skills, knowledge and performance competencies can be readily validated by practitioners, based on the requirements for service in the certificate area.</p> <p>(e) A description of the process by which candidates shall be determined to have met the requirements of the Commission and the objectives and requirements of the program itself. Such specification shall include, but not be limited to, the following:</p> <p style="padding-left: 40px;">(1) A description of the evaluation system, including sample instruments and criteria.</p> <p style="padding-left: 40px;">(2) Identification of who will conduct the candidate's final evaluation.</p> <p style="padding-left: 40px;">(3) Identification as to the person(s) making the final determination as to whether the candidate is or is not to be recommended for the certificate.</p> <p>(f) A description of the process to determine the ability of graduates to effectively demonstrate the competencies listed in</p>	
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<p>Section 80070.8. Such description shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> (1) Assurance that graduates will be surveyed at least one year after leaving the program. (2) The identification of the job function of those to be included in the follow-up evaluations. (3) The identification of those faculty, practitioners, graduates and employers who will participate in the review and interpretation of the data. (4) Samples of instruments to be used. (5) The process by which the results of the follow-up evaluation is fed back into the program's objectives and processes. <p>Note: Authority cited: Section 44225, Education Code. Reference: Sections 56362 and 56362.5, Education Code.</p> <p><u>(a) The holder of a Preliminary or Clear Resource Specialist Added Authorization may conduct Educational Assessments, provide instruction and Special Education Support services to students across disability areas who are assigned to general education classroom teachers for a majority of a school day whose needs have been identified in an Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) developed by the IEP, IFSP, and ITP team from birth through age 22, and classes organized for adults across the continuum of program options available.</u></p> <p>§ 80070.6. The Clear Resource Specialist Certificate of Competence Issued on Recommendation of <u>from</u> a School District, County Office, or Special Education Service Region with a Comprehensive Local Plan and Approved by the Commission to Assess and Recommend <u>Verify Completion</u> for the Resource Specialist Certificate of Competence <u>Added Authorization</u>.</p> <p>(a) Requirements.</p> <ul style="list-style-type: none"> (1) <u>Possession of a A valid prerequisite special education credential Special Education Credential or authorization</u> as defined in Section 80070.1(b). 	<p>(a) Add an authorization for both the preliminary and clear resource specialist which updates the authorization previously found in subsection 80070.2, 80070.3, 80070.4, and 80070.6</p> <p>Title Changes the title of the credential to ‘Added Authorization’ to better reflect the type of program completed and the type of document earned and clarifies that programs are not offered by school districts or county offices but rather by the special education service regions who verify completion of the requirements</p> <p>(a)(1) Clarifies the prerequisite credential and section where definition</p>
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<p>(2) Verification of three <u>Three</u> or more years of teaching experience, including both regular <u>general</u> and special education teaching experience, as defined in Section 80070.1(c).</p> <p>(3) Verification <u>Completion of a Commission-Approved Resource Specialist Added Authorization program by the director of the</u> through a Special Education Service Region with a Comprehensive Local Plan approved by the Commission as defined in section 80070.1(d) school district, county office, or special education service region with a comprehensive "local plan" and approved by the Commission to assess and recommend for the Resource Specialist Certificate of Competence, that the applicant has successfully demonstrated all competencies described in Section 80070.8.</p> <p>(4) Submission of a <u>A</u> completed application form as found in section 80001; the fee as specified in Section 80487(a)(1), and the experience specified in (2) above that the candidate has successfully demonstrated all competencies described in Section 80070.8; and the fee as specified in Section 80487.</p> <p>(b) <u>Validity Period. A Clear Resource Specialist Added Authorization authorizes service only if a valid prerequisite special education credential or authorization as defined in section 80070.1(b) is held concurrently.</u></p> <p>(c) <u>Special Education Service Regions with a Comprehensive Local Plan approved by the Commission to assess and verify completion for the Resource Specialist Added Authorization must transition to a Commission-approved program, provided in Education Code Section 44373(c), by July 1, 2013. All individuals enrolled in the programs must complete their course of study by July 1, 2013 or transition to a Commission-approved program found in section 80070.4. All applications for individuals completing the Added Authorization through the Special Education Service Regions must be submitted to the Commission by January 1, 2014.</u></p> <p><u>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44273, 44373, 56362 and 56362.5, Education Code.</u></p>	<p>may be found</p> <p>(a)(2) Includes a technical change and changes terminology 'regular' to 'general education'</p> <p>(a)(3) Changes the title of the credential to 'Added Authorization' and updates the information on the 'local plan'</p> <p>(a)(4) Clarifies the section with the definition for the application form and reworded subsection</p> <p>(b) Adds in the validity period of the clear resource specialist added authorization</p> <p>(c) Establishes a sunset date for special education service regions to move from their current program approval to formal Commission-approved programs under the accreditation process to align with the policy established by the Commission in September 2006 that all educator preparation programs that lead to a credential, authorization, or certificate be included in the accreditation system</p>
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~~§ 80070.7. Requirements for a School District, County Office or Special Education Service Region with a Comprehensive "Local Plan" to Assess and Recommend for the Resource Specialist Certificate of Competence.~~

~~(a) The Commission will review assessment plans submitted by a school district, county office, or special education service region with a comprehensive "local plan" and will reserve the right to approve; to not approve; or to solicit additional information or clarification relating to those plans. The "local plans" may include provision for a program designed to provide experience with regular classroom students to teachers who lack this experience.~~

~~(b) The Commission will reserve the right to monitor, in cooperation with the State Department of Education, the implementation of those plans and to withdraw approval whenever evidence indicates that the plan is not being implemented as proposed.~~

~~(c) To the extent possible, the Commission will consolidate efforts initiated under Sections 80070.7(a) and (b), with existing state application processes and program monitoring plans.~~

~~(d) Each assessment plan submitted by a school district, county office, or special education service region with a comprehensive "local plan," shall include, but not be limited to, all of the following components:~~

~~(1) A brief description of the process that will be used to assess the competencies listed in Section 80070.8 through such procedures as observation of performance and an oral interview, or written examination and oral interview, or oral interview. The panel shall be constituted as specified in (4) below.~~

~~(2) A copy of the form that will be used and a description of the procedures that will be followed in assessing the competencies listed in Section 80070.8 on the basis of the candidate's performance, if applicable.~~

~~(3) A copy of the written examination, if applicable, that will be used in assessing the competencies listed in Section 80070.8.~~

~~(4) A listing of prospective panel members that include representation from the following constituents, with a majority of the panel members not employed by the service region, school district, special education services region, or county office with a comprehensive "local plan."~~

Section Deletes the section on the requirements for the programs approved to access for the resource specialist as it is contained with the program standards and preconditions

<p>(A) A Special Education college or university faculty member.</p> <p>(B) A Resource Specialist.</p> <p>(C) A Program Specialist or Special Education Program Director/Coordinator, or a school-site administrator who has had responsibility for administering a Special Education Program.</p> <p>(D) A regular classroom teacher.</p> <p>(E) A parent of a special education child.</p> <p>(5) A copy of the forms and materials that will be used by the panel to assess the competencies listed in Section 80070.8.</p> <p>(6) A description of the training that will be provided all panel members prior to the assessment of candidates.</p> <p>(7) A description of the procedures and criteria that will be used to provide each candidate with a diagnostic report of the assessment which clearly identifies strength and/or weakness in the candidate's competencies in the functions listed in Section 80070.8.</p> <p>(8) A description of the length of time proposed for each individual assessment, the frequency of administration proposed, and the charge to the candidate.</p> <p>(9) A description of the process for informing candidates of the procedure for appeal.</p> <p>(10) A description of the system that will be utilized to gather, analyze and store data pertaining to the implementation of the assessment plan.</p> <p>(11) A description of the follow up process to determine the ability of persons assessed and recommended to effectively demonstrate the competencies listed in Section 80070.8 as they function as a Resource Specialist.</p> <p>Note: Authority cited: Section 44225, Education Code.</p> <p>Reference: Sections 56362 and 56362.5, Education Code.</p>	
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<p>§ 80070.8. The Candidate for the Resource Specialist Certificate Shall Demonstrate the Skills, Knowledge and Performance Competencies Identified for Each of the Following Functions.</p> <p>(a) The Consulting Function.</p> <p>(1) Provide consultant services to regular classroom teachers in the identification and assessment of learning and behavioral patterns in pupils.</p> <p>(2) Consultation and assistance in the utilization of evaluation data for the modification of instruction and curriculum.</p> <p>(3) Provide consultation services in the application of classroom management techniques.</p> <p>(4) Provide consultant services as to resources appropriate to individuals with exceptional needs to regular staff members, parents and guardians.</p> <p>(5) Consult in the development of pre-vocational and/or vocational plans for individuals with exceptional needs.</p> <p>(6) Consult with regular classroom teachers and students as to their acceptance of students with exceptional needs.</p> <p>(b) The Coordination Function.</p> <p>(1) Coordinate referral and assessment procedures.</p> <p>(2) Assist in the coordination of the Individualized Education Program Team meeting.</p> <p>(3) Coordinate instructional planning; i.e., the development and implementation of Individualized Educational Programs for individuals with exceptional needs.</p> <p>(4) Coordinate the implementation of special education services provided individuals with exceptional needs.</p> <p>(5) Assist in the coordination of Designated Instruction and Services.</p> <p>(6) Coordinate the collection of relevant information for those students referred to the Individualized Education Program Team.</p> <p>(7) Coordinate the organization and distribution of special education media and materials for both resource and regular</p>	<p>Section Deletes the section on the skills, knowledge and performance competencies for the approved programs as it is contained with the program standards and preconditions</p>
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<p>classrooms.</p> <p>(8) Coordinate individualized instruction and activities of the Resource Specialist Program with regular classroom curriculum.</p> <p>(9) Coordinate special education inservice workshops and workshops for staff and/or parents.</p> <p>(10) Coordinate follow-up activities to insure service delivery to all individuals with exceptional needs.</p> <p>(c) Functions Related to the Implementation of Laws, Regulations and Other Compliance Requirements.</p> <p>(1) Schedule and monitor Referral Procedures in accordance with legal requirements.</p> <p>(2) Monitor the development of Individualized Educational Programs, and conduct review meetings in accordance with legal requirements.</p> <p>(3) Process all information leading to approval of services by child's parent or guardian.</p> <p>(4) Provide leadership for assuring full compliance with legal requirements.</p> <p>(d) Staff Development and Inservice Education Function.</p> <p>(1) The utilization of systematic observations for referral to the Individualized Education Program.</p> <p>(2) The understanding and interpretation of appropriate assessment tools.</p> <p>(3) The selection and modification of appropriate instructional methods and materials.</p> <p>(4) The application of classroom environment and behavior management techniques.</p> <p>(5) The enhancement of social and emotional development of exceptional individuals within the educational environment of the regular classroom.</p> <p>(e) Skills Related to the Parent Education Function.</p> <p>(1) Provide parents with basic knowledge of assessment procedures and instrumentations, and how to utilize the</p>	
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<p>information.</p> <p>(2) Provide parents with basic understanding of remedial methods and techniques as they relate to their own child's program.</p> <p>(3) Provide parents with basic home enrichment and home management techniques designed to meet the needs of their child.</p> <p>(4) Counsel parents in areas related to their child's abilities, including strengths and weaknesses; as well as to the child's needs and goals, including career and vocational planning alternatives.</p> <p>(5) Provide parents with information as to effective utilization of community resources.</p> <p>(6) Assist in planning of parent education workshops.</p> <p>(f) The Instructional Function: Instructional competencies are already satisfied through the possession of a Basic Teaching Credential and/or a Special Education Credential.</p> <p>Note: Authority cited: Section 44225, Education Code. Reference: Sections 56362 and 56362.5, Education Code.</p>	
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<p><u>§80048.9. Speech-Language Pathology Services Credential in Language, Speech and Hearing.</u></p> <p>(a) The minimum requirements for the preliminary Speech-Language Pathology Services Credential include (1) through (5).</p> <p>(1) Hold or has been recommended for a master's degree or higher in speech-language pathology from a regionally accredited institution of higher education. The master's degree program must be accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation;</p> <p>(2) Completion of one of the following:</p> <p>(A) a Commission-approved specialized and professional preparation program in speech-language pathology in Language, Speech and Hearing as provided in Education Code section 44373(c); or</p>	<p>Title Clarifies that Education Code section 44265.3 established a two-tier credential to provide speech and language services</p> <p>(a)(1) Adds the master's degree as found in EC §44265.3 (a)(1) and closely related field and accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation</p> <p>(a)(2)(A) and (B) Adds the program as found in EC §44265.3 (a)(1) and the</p>
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<p><u>(B) a professional preparation program in speech-language pathology services, including successful completion of a supervised field work, or the equivalent, in a program taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;</u></p> <p><u>(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute;</u></p> <p><u>(4) One of the following:</u></p> <p><u>(A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Speech-Language Pathology Services program accredited by the Committee on Accreditation, as provided in Education Code section 44373(c); or</u></p> <p><u>(B) an individual who completes his or her professional preparation program outside of California accredited as described in (a)(2)(B), may apply directly to the Commission for the preliminary Speech-Language Pathology Services Credential; and</u></p> <p><u>(5) An individual who completes requirements (a)(1) and (2)(B), but has not met the basic skills requirement listed in (a)(3) may apply for a one-year nonrenewable credential through a California employing agency.</u></p> <p><u>(b) A Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially for two years.</u></p> <p><u>(c) The minimum requirements for the clear Speech-Language Pathology Services Credential in Language, Speech and Hearing shall include (1) through (3):</u></p> <p><u>(1) Passing score on the Educational Testing Services Praxis II Speech-Language Pathology Test;</u></p>	<p>route for individuals prepared outside of California</p> <p>(a)(3) Adds the basic skills requirement is in alignment with EC §44252</p> <p>(a)(4)(A) Clarifies that California-prepared teachers must be recommended for the credential per EC §44265.3 (a)(1)</p> <p>(a)(4)(B) Clarifies the method to apply for the credential if prepared outside of California</p> <p>(a)(5) Adds the issuance of a one-year nonrenewable credential as found in EC §44252(b)(3)</p> <p>(b) Lists the validity period of the preliminary credential as found in EC §44265.3 (a)(1)</p> <p>(c) Adds the requirements and method of applying for the clear credential as found in EC §44265.3 (a)(2)</p>
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<p><u>(2) Completion of a 36-week, full-time, mentored clinical experience or equivalent supervised practicum, and</u></p> <p><u>(3) The holder of a preliminary credential who has completed the requirements for the clear credential may apply directly to the Commission for a clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing;</u></p> <p><u>(d) An individual who completes the requirements for the preliminary and clear credential may apply as listed below:</u></p> <p><u>(1) for a California-prepared teacher, a recommendation for the clear credential by a Commission-approved program sponsor with a Speech-Language Pathology Services program accredited by the Committee on Accreditation; or</u></p> <p><u>(2) the out-of-state prepared candidate may apply directly to the Commission.</u></p> <p><u>(e) A Clear Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (c) shall be issued initially for five years.</u></p> <p><u>(f) A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.9.3.</u></p> <p><u>(g) Definitions.</u></p> <p><u>(1) “Language, Speech, and Hearing Assessments”:</u> <u>Assessments includes procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.</u></p>	<p>(d) Adds the requirements for the clear credential for individuals that do not earn a preliminary as found in EC §44265.3 (a)(2)</p> <p>(e) Clarifies that the clear credential is issued for five years as found in EC §44251</p> <p>(f) Lists the authorization for the preliminary and clear credential</p> <p>(g)(1) and (2) Adds definitions for the credential authorization for the credential regarding ‘Language, Speech, and Hearing Assessments’ and ‘Educational Services’</p>
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<p><u>(2) “Educational Services”: Educational Services include the development of speech and language goals and objectives and the delivery of speech and language services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student’s speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student’s speech and language-based academic success is included.</u></p> <p>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44265.3, 44273, 56301, 56320, 56322, 56333, and 56341 Education Code.</p>	
<p><u>§80048.9. Special Class Authorization.</u></p> <p><u>(a) The minimum requirements for the Special Class Authorization include the following:</u></p> <p><u>(1) A valid preliminary, professional clear, clear, or life Clinical or Rehabilitative Services or Speech-Language Pathology Services Credential in Language, Speech, and Hearing, Special Secondary Credential in Correction of Speech Defects, Exceptional Children Credential in Speech Correction and Lip Reading, Standard Teaching Credential with Minor in Speech and Hearing Handicapped, Standard Restricted Special Education in Speech and Hearing Therapy, and Standard Limited Specialized Preparation-Speech and Hearing Handicapped;</u></p> <p><u>(2) One of the following:</u></p> <p><u>(A) a Commission-approved Special Class Authorization program of professional preparation as provided in Education Code Section 44373(c) or;</u></p> <p><u>(B) a professional preparation program in Special Class Authorization or equivalent content, including successful completion of a supervised field work, or</u></p>	<p>(a) Lists the requirements to earn the authorization</p> <p>(a)(1) Lists the appropriate prerequisite credentials for the Special Class Authorization</p> <p>(a)(2)(A) and (B) Adds the program that must be completed for California-prepared or the equivalent out-of-state program.</p>

<p><u>the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;</u></p> <p><u>(3) The basic skills requirement as described in Education Code Section 44252, unless exempt by statute;</u></p> <p><u>(4) For the individual prepared in California, subject-matter knowledge by either one of the following:</u> <u>(A) passage of examination(s) as provided Education Code Sections 44280, 44281, and 44282 as appropriate for the multiple subject credential, or for the single subject credential in the areas of art, English, foreign language, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science; or</u> <u>(B) completion of a subject matter program as provided in Education Code Section 44310 for the single subject credential in the areas of art, English, foreign language, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science; or</u> <u>(C) holders of a California preliminary, clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from the subject matter knowledge requirement.</u></p> <p><u>(5) For individuals prepared in California, the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) and passage of the reading instruction competence assessment as provided in Education Code Section 44283;</u></p> <p><u>(6) The study of English learners as described in Education Code Section 44259.5(c);</u></p> <p><u>(b) An individual who completes the requirements for the Special</u></p>	<p>(a)(3) Adds the basic skills requirement is in alignment with EC §44252.</p> <p>(a)(4)(A), (B) and (C) Lists the options to meet the subject-matter competence requirement aligned with No Child Left Behind</p> <p>(a)(5) Contains the reading and reading instruction competence assessment requirements</p> <p>(a)(6) Contains the English learner requirement as required in statute</p>
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<p><u>Class Authorization may apply as listed below:</u></p> <p><u>(1) For a California-prepared teacher, verification from a Commission-approved program sponsor with a Special Class Authorization program; or</u></p> <p><u>(2) the out-of-state prepared candidate may apply directly to the Commission.</u></p> <p><u>(c) Period of Validity. The Special Class Authorization shall remain valid as long as the prerequisite credential required in (a)(1) remains valid.</u></p> <p><u>(d) Authorization. The Special Class Authorization authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to teach students with disabilities in which the primary disability is "speech or language impairment" as defined in subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A to students from birth through age 22 in services across the continuum of program options available found in Section 80048.6(a)(1).</u></p> <p><u>(e) Definitions.</u></p> <p><u>(1) "Educational Assessment": Assessment of students in a comprehensive manner within the authorization of the added authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</u></p> <p><u>(2) "Special Education Support": Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student's IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative,</u></p>	<p>(b)(1) Clarifies the method of verifying completion for California-prepared teachers</p> <p>(b)(2) Clarifies the method to apply for credential if prepared outside of California.</p> <p>(c) Lists the validity period.</p> <p>(d) Lists the authorization for the credential.</p> <p>(e)(1) and (2) Adds a definition for the authorization regarding 'Educational Assessment' and 'Special Education Support aligned with Title 5 section 80048.6.</p>
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<p><u>collaborative, and coordinating instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services.</u></p> <p><u>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44259, 44273, 44280, 44281, 44282, 44283, 56301, 56320, 56322, 56333, and 56341 Education Code; 34 C.F.R. 300.8(c)(1) and (11); and 20 USC 1401(3) and (30).</u></p>	
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